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Articles on Library problems and Bibliography, especially Africana, are solicited. The Association does not hold itself responsible for opinions expressed by contributors of papers.

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Notes and News of Library activities; Buildings and Alterations; Appointments and Retirements, are welcome.

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SOUTH AFRICAN LIBRARIES

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THE LIBRARY IN A HIGH SCHOOL

By

MISS S. T. SPEIGHT, B.A.

High School for Girls, Pretoria

(concluded from page 80)

3. To supplement and vitalize the work of all departments. This means that the librarian has to be ready to render help in all school subjects to both teachers and pupils. Teachers (of literature especially) often want illustrative material, books bearing on the subject, pictures, and so on. The librarian must be able to refer teachers and pupils to the books they need, to make lists of books useful for a topic, to collect books and have them in readiness in a separate place in the library, or send them to the classrooms. He needs to keep illustrations of all sorts of things — and this means the filing of a good deal of fugitive material : pictures from magazines, newspapers, etc. that may be useful.

4. To teach the use of books and libraries. This really involves the giving to pupils of library lessons and lessons on the structure and care of the book — how to open it and so on. Such a lesson is very interestingly described by Berwick Sayers in his *Manual of children's libraries*, on page 187.

5. To train for the future use of the public library. This means inculcating a respect for books, of the necessity of caring for them and returning them promptly. Before pupils leave school they should, if there is a public library in their town, be taken to visit it, and told how to become members.

Qualifications of a School Librarian

All this seems a very great task. Who is to cope with it ? It is evident that if the school library is to be a vital force in a school, there must be a librarian with at least some qualifications. As far as classification and management go a trained assistant from a public library could do the work ; one trained to manage the children's department, and with the qualities necessary for dealing with young people, could do it even better; but a librarian with experience as a teacher could do it best of all. Evidently the qualities of a good children's librarian are in a large measure qualities of a good teacher — particularly of a good form master or mistress. J. D. Brown remarks that while the librarian is the best person to organize the school library, the teacher is the best person to bring books and children together. Evidently if the library is to be an integral part of the school, the librarian should be regarded as one of the staff.

If the library is to be an essential part of a high school, if provision is to be made for the pupils to work daily, or even weekly, in the library during school periods, then the librarian will be responsible for a certain number of the lesson periods, as is any teacher. The difference would be that the librarian, if he or she is to carry out all the activities listed above, would need at least as much, and very likely more time when she is not actually dealing with pupils than would the ordinary teacher. The library, too, ought to be open after school is closed. The rate of pay of a school librarian should not be less than that of the teaching staff.

In an article in the *A. L. A. Bulletin*, vol. 32, no. 7, Louise P. Latimer writes : "Those working with young people should be financially care-free, with a safe margin above fatigue and a margin above that where abide enthusiasm and power to inspire... Be the library or school building ever so beautiful the inspiration for the child must come mainly from the librarian or the teacher, and only from an enthusiastic one at that."

Training of School Librarians

According to an editorial in *School life*, the official organ of the Department of Education in the U. S. A.: "The ever-increasing use of libraries on the part of schools has made it necessary for every prospective teacher to have some knowledge of the librarian's craft — this is necessary in order to know how to make ready and effective use of the library".

According to *The public library and the public schools*, quoted below, a course of lectures given to future teachers at the Normal Schools and Colleges includes :—

1. Classification and arrangement of books on shelves.
2. Use of a card catalogue.
3. The principal parts of a book.
4. General and special works of reference.
5. Bibliography of a special subject.
6. A course in children's literature, with co-operation of a public library assistant specializing in children's books, and of the English Department.

Some Suggestions for South Africa

It should be possible to arrange lectures in our Normal Colleges along similar lines by co-operating with the public libraries. Such lectures would be of help to the ordinary teacher. For more specialized work, teachers might be encouraged to take a library course. Something, at any rate, should be done in South Africa to provide the schools with librarians as well as with libraries.

The Books : Guiding Taste

Primarily there must be the right kind of books as the chief attraction. Sending the child to the library to look things up for his work will teach him the *use* of the library in independent work, and a love of books, besides a love of knowledge, *may* come from this ; but, after all, the majority of readers who go on reading after they leave school do so because they love books, and read for recreation. Children will usually read, even if it is only a 'penny dreadful'. Books satisfy certain longings common to all. A. M. Boyd, in an article : *On influencing children to read the best books* says : "We want to be different, to get away from the here and now into a world of romance ; we want new experiences and sensations, to perform wonderful feats, to have marvellous adventures, to be rich, or powerful, or beautiful ; we want to see right become might, good triumph over evil, the sad become glad, the wrong revenged, and so on. In books such things happen ..."

The author goes on to point out that in undesirable worthless books the elements of appeal are exploited ; they depend on this alone ; cheap imagination runs riot in them ; they distort a child's sense of values. We can draw children from worthless books if we give them books that contain the same elements of appeal, (the same story interests) but literary or other qualities of positive values too. Thus to break the "Tarzan" habit use the *Jungle books*, which have scientific fact used imaginatively ; they give knowledge of wild animals that is true and may be useful.

A children's librarian in Oklahoma has prepared a list of substitutes for books not to be recommended, but which are demanded by children. Most of the books listed are not well-known here, except Martin Johnson's *Safari*, which may be substituted for *Tarzan*.

In a school library, one needs to have a certain amount of "bait", to attract children at first. If a pupil loves Angela Brazil and Ethel Turner in Form I, she generally develops better taste later, and the librarian can help by making suggestions. This means, of course, that she must know the books, and the pupils. An older girl may say : "I have read a lot of these books", looking at the fiction shelves. Then one may say : "Why not read a play for a change ?", and turn her to some of Barrie's — *Mary Rose*, *A kiss for Cinderella*, or to some of Marriott's excellent collections of one-act plays. Later she may read Shaw or Galsworthy. Alternatively easy biography, such as *The life of Helen Keller*, Hudson's *Far away and long ago*, or Hamilton's *Days before yesterday*, may be suggested. To a lower school girl who wants a school story one can say : "Why not try adventure instead ?", and show her John Buchan. But it is not wise to press a book on a child. If one knows the book well enough to give an interesting description, to talk about it, or if other pupils present can be got to recommend it, that is often useful.

Tastes of Readers

Children often like the books that are intended for their younger brothers and sisters. Some, to whom reading is easy, will read quite advanced books, and though they may not understand all of them, the parts they do understand will make the story worth while for them. The age of a child is no sort of guide to his taste in literature ; an instance is given of two children in the same class : a girl plodded for four consecutive weeks through *Dombey and Son*, when she could, if she liked, have changed her book every week, and a boy of thirteen and a half was reading about *Three little mice* from a book with big print and a super-abundance of

illustrations; between the two were children of varied ability and different tastes.

There are various factors which affect the reading of children. There is the home environment: if a child has been brought up in a cultured atmosphere, and surrounded with books from his earliest years, he will have a more developed taste than one who has not had the same advantages. Hence we may say, in choosing books for children: expect to find some who will read books which in England or America are listed as suitable for those who are younger. The kind of books chosen, too, often varies according to sex, but one cannot lay down any certain rule in this connexion.

Stimulating Interest : A Librarian's Campaign

We have spoken of studying tastes of children, and leading them to read. Enthusiasm is contagious; much can be done by the librarian, and if there were a librarian with time for her work, she could round up non-readers in the school, encourage those who read little, and do more to improve the taste of the rather unintelligent readers who tend too much to stick to the same type of story. Perhaps little descriptions of the contents could be put inside the books themselves, or on the catalogue cards

If the new first forms can be given a library lesson, in which they are introduced to the school library, they are encouraged to read.

But to encourage reading throughout the school, librarians need time for what may be called "an advertising campaign", and, for that to be effective, time to get to know their own stock thoroughly.

The Influence of the Teacher

The more strikingly we can introduce pupils to books, the more likely are they to remember that there are such books, and sometime, if not at school, to use them themselves. Robert Lynd in his essay *Eggs, an Easter homily* tells how he looked up "egg" in the *Encyclopaedia Britannica* and found "Augustus Adolphus Egg—Painter". He then goes on amusingly to discuss him, but never really gets to the connexion between eggs and Easter. The class enjoyed the essay, and the teacher asked: "If the *Britannica* does not tell you, where would you find out about Easter eggs?" They had no suggestion to offer, but on sending for the *Dictionary of phrase and fable* it was found there.

Lists of Books

The librarian, especially in choosing fiction, will find various guides to book selection most helpful. Of these there is a list given on page 71 of *A manual of children's libraries*. The Library Association's *Books to read* is really a list of books suitable for adolescents ; each book is briefly described, and the list is brought up-to-date each year. Not only will the librarian find it useful, but also the teacher of English. *A guide to the best historical fiction*, by Nield, has its use not only to the librarian but also to the teacher of history. (*)

If possible the librarian should see the books before ordering them. Otherwise he or she must rely on suggestions from those, either staff, pupils and friends, who do know them, or choose from a reliable publisher. A suggestion book should be kept in which she can enter books she thinks should be got, and books asked for by staff and pupils.

It is very difficult to lay down any rules for choosing books, the taste of individuals varies so much ; but one learns with experience the kind of books in demand, the kind of books that pupils can be got to read, and one should always have in mind the individual scholar.

Use made of the School Library

Some idea of what should be done in a school library has been given. Under the system which seems to exist in most South African schools, it is fairly certain that the fullest use is not made even of the existing facilities. The fault may lie in the lack of a librarian ; the teacher who adds the library to teaching has no time to conduct an advertising campaign, to study individual tastes and gently lead pupils to read. It may lie with the teachers. It may lie with the pupils themselves and with their parents. There are far too many who do not read and who have not been brought up to do so, whose parents have not provided them with books, and even, sad to say, think that reading is a sort of crime. There is the call of the out-of-doors, and there are the distractions of radio, gramophone and cinema. Laziness is often a cause ; too many pupils cannot be bothered to read. The increase in library attendance in a school with two breaks has been noticed. To-day pupils may work in the library in the afternoons, provided that not less than three of them are there ; the librarian is available once or twice a week. Few actually work there, though a good many

(*) See also *S. A. L.* 1 : 122-23, Apl., 1934 ; and 2 : 41-47, Oct., 1934.

take out books. Many reference books, however, may not be removed from the room. Probably elsewhere schools have the same experience. The library is pretty well patronized for recreative reading. In 1933 out of 569 pupils well over 500 take out books. But it seems that, except perhaps for purely recreative reading, a measure of compulsion is necessary.

The Library and the Time Table

The question of fitting library time into school hours presents certain difficulties. Clearly use will have to be made of periods throughout the day. As a general rule there are thirty periods in a week. The best plan would be to give each class two periods in the library a week, and to make these consecutive if possible. There still remain two further problems — the question whether the library is to be an extra and the lesson time used for it made up elsewhere, and the question of the librarian. Either the work in the library must count as homework, or it must count as lesson time. If it is to count as homework, then the lessons used for the library will have to be made up after the ordinary school hours, once if not twice a week, and homework on those days proportionally excused. This seems perfectly feasible, until we realise that the staff of the school is limited. If the library time is to be taken out of ordinary lessons, the librarian might still work in the library instead of teaching — at any rate for some of the time. The difficulties begin when it has to be decided from where the time is to be taken. Syllabuses and regulations lay down so many hours a subject. Some subjects, like English, Afrikaans, History and Geography, can do with a good deal of library time; others, like Mathematics, need little or none. Will all members of the staff consent to have their lessons shortened? Will the regulations allow it? In short, putting library hours into a school time-table, unless there is an extra member of staff — whether whole or part time — to act as librarian, appears to bristle with difficulties.

The only thing that is really feasible, until we can have school librarians, is for a teacher to take a class to the library occasionally, after making sure that no one else is doing so at the same time. He can first consult with the member of the staff in charge of the library as to where to find what his class needs.

Another plan is to set for the term, in various subjects, what the American schools call "projects". A careful consideration of the syllabus will show what can be done by pupils with the aid of reference books. Different members of the class may even be assigned different projects,

An Actual High School Library

Some account of the actual management of a high school library under existing conditions may be given.

Two members of the staff act as librarians. They manage the library and see to the entries of books borrowed and returned. In addition they go to the library as often as possible at breaks to advise pupils about books to read, and may be consulted about reference books. It has been found that under the two break system more pupils visit the library. They can eat lunch at one break and come to the library for the other.

The library is open access, and as the librarians can seldom be there, being teachers with manifold duties as well, all that a pupil does is to write on a slip of paper provided her name, form, and the necessary information about the book she is borrowing or returning, and put the slip on a spike. The slips are dealt with afterwards by the librarians.

A staff of library monitresses wearing distinctive badges voluntarily assist. They keep the library tidy, see that the slips at break, when most books go in and out, are properly written, and preserve order when necessary.

The system is not ideal. Possibly it would be better to have borrowers' cards which are "married" to book cards as in the public libraries. The difficulty is that pupils are allowed more than one book at a time, provided, as a rule, that the books are from different sections of the library. Each, then, in the upper school might need three or four borrowers' cards. The temptation to take a book without entry when you have mislaid your card would be too great. As it is, several books a year are lost. But a library is useless without open access. Of course, no dictionaries or encyclopædias or such books may be taken out, and permission must be asked for larger and more expensive books.

The Room

If the school is being built a library should, of course, be included in the plan. If not, some room, the larger the better, should be given to the library, and used for no other purpose. Hints about shelving may be gained from the books referred to below, but in a school it is useful to be able to lock bookcases during checking, and for the holidays. Glass doors to them are ideal. It should be remembered that the school library must have dignity and beauty if it is to have the right effect on the pupils

A beautiful room makes them proud, and makes the right atmosphere easy to attain.

Discarding Books

Some books are worth rebinding, others not. Books too shabby to retain on the library shelves may often be usefully given away. Periodically, science books, travel, etc. should be gone through with the specialists concerned, and those that are obsolete should be discarded. A school library should keep only useful books; the museum idea should be abandoned.

Accession Book

If an accession book is kept, and each book given an accession number as it comes, by subtracting those lost or worn out it is easily possible to give the number of volumes for purposes of inventory or insurance.

Classification and Cataloguing

There are various systems, explained in Brown's *Manual of library economy*. That in most general use in public libraries is the Dewey Decimal System. A simplified form of it for children's libraries is given in the above-mentioned book. Quinn's book : *Library cataloguing*, 1913, should form part of the librarian's equipment(*). A fairly recent number of *The Library journal* suggests an arrangement with headings instead of the Dewey system, e.g. Epic heroes, Famous people, Geography and Description, etc., but the Dewey system is better for the high school, as it leads on to the public library.

Periodicals, etc.

The number of periodicals a school library takes will depend upon the amount of money available. They should include *The Illustrated London news* at least. The library referred to above takes also *Die Huisgenoot*, *The Studio*, and *The Music student*.

Some pupils do in the end gain an idea of what the school library can be worth to them, and the work seems worth while when a pupil says : "I am going to trouble you again ; I liked the last two books you recommended" ; or another at the close of her last year : "I wish I had another year at school to spend just reading books in the library."

(*) Now out of print. Substitute: SHARP, H. A. *Cataloguing*. Lond : Grafton, 1935 12/6.

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- FEGAN, E. S. School libraries. Cambridge : Heffer, 1928. 3. 6
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- GREAT BRITAIN. *Education, board of*. Memorandum on state aided secondary schools in England. Pamphlet no. 51.
- Some suggestions for the teaching of English in secondary schools in England.
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- REES, G. Libraries for children. Lond. : Grafton, 1924. 12. 6
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- Contemporary review, 1911.
- Journal of education, 1907.
- Libraries : v. 32, and others.
- Library association record. v. 12 and 22.
- Library journal. Various volumes.
- School life: the official organ of the United States Department of Education.
- Various newspaper articles, especially in *The Christian science monitor*.

Further books on the subject

- FARGO, L. F. The library in the school ; 2. ed. rev. Chicago : A. L. A., 1933. 479 p. pls. bibls. 13. 6
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FRIENDS OF THE POPULAR LIBRARY*

Mr. Chairman, Ladies, and Gentlemen, I have very great pleasure in welcoming the members of the Transvaal Branch of the South African Library Association to the Johannesburg Public Library.

Lack of space in the old building made it impossible for you to meet there. This is, therefore, the first time that you have met in the Johannesburg Library. I hope that this will be the first of many successful meetings of your Association to be held in this building.

I must take this opportunity of congratulating you on the success which is attending your activities. That the free library movement is gaining so much ground on the Reef, indeed in the Transvaal, is, I believe, very largely due to the enthusiasm and ability of the members of your Branch individually, and of the activities of the Branch itself. In the provision of free libraries, the Transvaal has set a shining example to the rest of the Union.

When I was asked to address this meeting I was grateful for the honour which you did me, but I was also somewhat perturbed as to what I should say to you. You must realize that it is difficult for a layman to speak on library matters to professionals, who, it appears, spend all their time either discussing library policy or putting it into practice. How was I to interest you? What could I say that you had not heard before? My problem was solved when my attention was drawn to a very interesting item of Africana which forms part of our Library. It is the *Report of the First Anniversary Meeting of the Friends of the Popular Library*, Cape Town, August 18, 1835. This is rare enough not to be known to a great many of you; this copy is particularly interesting because it is autographed by Sir John Wylde, the Chief Justice at the Cape, who spoke at the Meeting. It contains an eloquent plea for public libraries for all the people by Sir John Herschel, the eminent astronomer. I shall, therefore, tell you what Sir John Herschel said of the library movement exactly a hundred years ago. You will be surprised to find that he was as liberal in his views as most of us are in this more enlightened age.

Speaking from the chair, Sir John said: "There was an apophthegm of Johnson which perpetually recurred to his mind on comparing the past with the present state of human society — that 'the mass of every people

* An address delivered by Councillor Hilson at the Annual Meeting, of the Transvaal Branch, on Oct. 16, 1935.

must be barbarous where there is no printing.' But to reclaim the mass of a nation from barbarism, it is not enough that books should be printed — they must be *read*. To give that noble invention its full effect as a civilising agent, its inestimable products must not be confined, like the luxuries of life and the gifts of fortune, to a few, but must be made to circulate among the many; — not regarded as an adjunct of superior station and wealth, and limited in their use to persons of the higher classes — the cream of society, but diffused throughout the great subordinate mass — and brought into contact, if possible, with every individual of a state."

After expressing satisfaction that History and Biography were among the subjects most in demand he continues: "Among the list of works most in request, he saw several which, though containing much that is admirable and useful, he could hardly suppose to have been chosen but for the amusement they afford. But to this he saw no objection, but the reverse. The faculty of being amused, and the craving after amusement, like all our faculties and all our desires, was given to man, for the highest and best of purposes. Even a sense of the ludicrous, the lowest of our intellectual faculties, might be made subservient to the same end of improvement, and provided it were not misdirected, he saw no harm in its indulgence. It had been often asked, in objection, he would not say against such institutions as this (for such were rare) but against the ordinary circulating libraries, where little else than novels and works of mere amusement are to be found, — what good can they do? To what can they lead? To this he would reply, that if nothing more, at least they lead to a delight in reading for the sake of the pleasure it affords — and to the establishment of a most valuable habit — that of seeking in books for a source of enjoyment. But of the books enumerated in this catalogue, none could be termed works of mere amusement. All had been selected on much better grounds, and combined instruction with amusement. Several of Sir Walter Scott's novels, he observed, had been much in request; and of this the mere delight of reading them, had probably been the motive — but it was impossible the effect of their perusal could terminate in its mere enjoyment. Though not perhaps in all cases adhering to the strict facts of history — yet they contain its very spirit, and place the reader in actual contact with the great and the good of other days, as if he were mixing among them like familiar friends, and personally present in the scenes described."

"Could the tendency of such reading, he would ask, be otherwise than to civilise? . . . Civilisation . . . consists in this — that a man shall cease to identify himself with the passing moment, and the present scene — that he shall have widened his sphere of thought and learned to estimate

his true position in the world — that he shall look back on the past, and around on the distant with the eye of judgment and experience, and grasp the future — the future of this world and the next, in well-grounded anticipations. And how is man to attain this civilisation? . . . By placing himself in communication with the greatest and best of his species in all ages and countries — by teaching himself to feel and think as they have thought and felt — and by familiarising himself with whatever man has planned and executed, hoped and suffered in all his history, and this he can do by Books and Books alone — and this civilisation is placed within the reach of every man, even the humblest, if he can only be taught to read, and supplied with choice books."

Sir John might have been speaking to you to-day rather than to the members of the short-lived Popular Library a hundred years ago.

Before leaving this pamphlet I must read to you the objects of the Popular Library in 1835.

"Their design is, to make reading *cheap*, because the great body of the people in this as in every other country, have little money to spare, after the demands of mere animal life and social custom are satisfied. They therefore made 4s.4d. per annum, the largest sum which any person is required to pay for the use of the books in their collection; and in order to make the payment as easy as possible, they receive it in Fifty-two instalments. And that no individual may have cause to regret the waste, real or imaginary, of a single penny, — the subscriber must first select a book for himself, the perusal of which is in his own opinion, worth the money.

"We require no recommendations, no security; we demand no deposits; — nor receive any subscriptions in advance: — we trust entirely to the honor and honesty of the people, and we are happy to say, that the People of this town have proved themselves worthy of our confidence."

Many famous people were present at this meeting — Lady D'Urban, Sir John Herschel, Sir John Wylde, Mr. Fairbairn, and the Rev. Dr. Philip. Most of them expressed agreement with Sir John's views.

The following extract from Dr. Philip's speech is so typical that I am sure you will enjoy it.

"The selection of proper books to fill its shelves is a subject which must continue to engage the attention of the Committee, and over which it will be necessary to exercise a vigilant discretion, as the success of the great object proposed by it must in a measure depend on the healthful or deleterious qualities of the volumes put into circulation by its means.

Books are useful or injurious to the public mind according as their tendency is good or evil. . . Sir Stamford Raffles found a reading people in Sumatra, and in the possession of books, and yet that people were cannibals, literally cannibals, and could show grounds for their preference to one part of the human body as furnishing a sweeter morsel than another !”

Dr. Philip then proposed the Resolution: “*That this meeting feel deeply impressed with the importance of placing useful and entertaining Books within the reach of the people generally, at the lowest possible rate, as effected by the Popular Library.*”

The best books for everybody is, then, no new thought in South Africa. Your conception of library service has, I think, changed very little in the last hundred years. This must be my excuse for giving you Sir John Herschel's views rather than my own. I believe that you, Ladies, and Gentlemen, are animated by the same noble ideals which were so well expressed at that meeting in Cape Town a hundred years ago, and I wish you continued and increasing success in your work.

This afternoon you are to be shewn over this magnificent library building. If any of you should be inclined to feel envious, I would remind you that more important than the building, yes, more important than the contents of the building, is the spirit which animates your work.

UNION GOVERNMENT PUBLICATIONS

The following list of the final U. G. and S. C. papers published in each year since Union has been kindly submitted by the Government Printer, and is given here to enable librarians to check their holdings

	U.G.	S.C.		U.G.	S.C.
1911	48	12	1923	49	20
1912	64	11	1924	44	24
1913	64	17/21 (in one vol.)	1925	50	20
1914	50	11/14 (" " ")	1926	44	18/22 (in one vol.)
1915	41	10	1927	47	19
1916	47	15	1928	54	6/11 (" " ")
1917	51	16	1929	56	11/15 (" " ")
1918	59	16/19 (" " ")	1930	49	18/21 (" " ")
1919	59	15/18 (" " ")	1931	37	18/21 (" " ")
1920	66	20	1932	40	20/23 (" " ")
1921	48	17/20 (" " ")	1933	38	14/15 (" " ")
1922	46	15	1934	48	21/25 (" " ")

A CENTRAL MEDICAL LIBRARY*

Dr. C. J. Albertyn has given formal notice of his intention to move at the next Annual General Meeting of the Association a resolution instructing the Federal Council to take steps to establish a Central Library of the Association. The plan to establish such a library is not a new one, but has hitherto received less attention than it merited. Recently the Honorary Librarian of the Cape Western Branch, Dr. A. W. Sichel, interested himself in it and obtained expressions of opinion about its desirability from various Branches and Divisions. The Northern Transvaal, Natal Inland, the Cape Midland, Orange Free State and Basutoland Branches, and the Lichtenburg and North-Eastern Free State Divisions expressed themselves in favour of the principle of establishing such a central library. The East London Division was not prepared to express any opinion at present, while the East Rand Division and the Natal Coastal Branch were not in favour of the proposal. There is enough evidence that a plan to establish a central library is well worth discussing at a general meeting of the Association, and Drs. Albertyn and Sichel have ample reason to propose it as one of the subjects for discussion.

Library affairs in this Union of ours are in a somewhat chaotic condition, with the result that students who wish to consult references find themselves often handicapped because there is no proper central scientific library. The Universities are gradually accumulating such libraries, but the difficulties in their way in the effort to obtain full sets of medical publications are very great. The Southern Transvaal Branch, which is a partner in the Rand University Medical Library, is not averse to the plan to establish a central library, but not in a position actively to support it. The Cape Western Branch has a fairly complete library of reference books, of which the consecutive series of the more important medical reference journals is a feature. This latter library is the property of the Branch, but there should be no great difficulty in the Association acquiring this nucleus of what would in time be a thoroughly adequate reference library at comparatively little expense. The site and details of a central library are matters to be decided by the Association as a whole, but a central library should appeal to all Branches and Divisions, provided, of course, adequate provision is made for supplying members in different parts of the country with such reference journals as they wish to consult. There are many reasons why such

* Reprinted from *The S. A. Medical Journal*, 9 no. 15, August 10th, 1935.

a central library should be housed at headquarters of the Association, but the Council should decide upon its site only after carefully considering the interests of practitioners in rural areas, for whom such a library should be of the greatest value.

An important matter for the Federal Council to consider will be the question of upkeep of such a central library. Two suggestions have been made. One is that the central library should co-operate with the medical libraries of our Universities so far as the loan of books to members is concerned, and such co-operation will undoubtedly diminish greatly the cost of upkeep by saving overlapping charges on subscriptions to periodicals. Some saving would also be effected by obtaining the exchanges and review books now received by the Journal. At present some of these exchanges go to the Branches and Divisions, while others are given to the University libraries. Under the central library scheme the Branches and Divisions would still be able to obtain the periodicals they now receive on condition that they return these, when done with, to complete the series at the central library. With such assistance the cost of upkeep would be largely that of administration, for a full-time librarian and a library staff would in time become necessary. The expense of such upkeep could be made from Federal Council funds, and could ultimately be borne by the Journal. Under our Articles of Association, the purposes for which we can use whatever income accrues to us are limited, but one of these purposes undoubtedly is the financing of such a central library. Something, too, might be obtained from Branches and Divisions that make use of the library. These financial and other matters should be carefully considered by a sub-committee to be appointed by the Federal Council if the Annual Meeting expresses itself in favour of Dr. Albertyn's resolution.

The proposal to establish a central library is one which we cordially support, for we believe that such an institution will greatly add to the usefulness of our Association, and will meet with general approval when members realize how greatly it is needed, especially if, as is proposed, the library serves as a reference and information station for those who wish to have references confirmed and extracts made.

SYMPOSIUM ON THE PROBLEMS OF SPECIAL LIBRARIES

with special reference to the Department
of Agriculture Library, Pretoria*

by

S. J. KRITZINGER, *Librarian*

Libraries are broadly divided into three types : (a) Public libraries (b) College and University libraries and (c) Special libraries. All three have much in common, but we are mainly concerned with the differences, and the problem appertaining to special libraries. The differences, I think, lie mainly in the type of reader served, necessitating, of course, particular literature of a certain kind, and the special treatment of such literature.

Special libraries are a product of the twentieth century, and their development and special interest date back to very recent times. Like most things their origin is due to force of circumstances, in that the present age is one of specialization and the analysis of facts into minute details. And where a special type of technical worker has practically been demanding service of such nature it has become the duty of the librarian operating in that particular sphere to initiate a scheme whereby his readers could be served in the best way possible. And in a country like the United States there is hardly any organization, institute or church of any importance, which does not boast of its own library or specialized collection of books.

It is recognized that there are three broad divisions of specialized library technique :

1. Organization of accessions.
2. Cataloguing and indexing.
3. Bibliographical service.

Taking, in brief, each of the above divisions, allow me to apply them to the Agricultural Library : —

* A paper read before the Transvaal Branch of the S. A. L. A. on July 10th, 1935.

1. *Organization of Accessions*

The libraries of the Department of Agriculture and Forestry consist of the Central or Main Library, with the various divisional libraries as separate units, viz. the Library of the Division of Plant Industry, the Division of Veterinary Services Library, at Onderstepoort, of the Division of Chemical Services, and the Library of the Division of Forest Management, with also collections of considerable valuable publications at some of the other divisions, agricultural schools, sections, experimental stations and laboratories.

Although books for the Department as a whole are ordered and accessioned through the Main or Central Library, no system of co-ordination exists between this Institution and the divisional libraries. We find, therefore, the pitiable state of affairs that each library, no matter how small, seems to put its heart and soul into an apparent system of unhealthy independence, purchasing whatever it wishes to buy, classifying it by means of its own peculiar "pet" system of classification, and borrowing from, or lending to some of its sister institutions as little as it possibly can.

It is clear that such a state of affairs leads to a deplorable lack of uniformity and co-operation, and facilitates the expensive duplication of numerous valuable publications—and that in a sparsely populated country, where libraries are still in such a backward state and can scarcely afford to allow for the parallel development of very closely related and similar institutions. What a pity, therefore, that where these various institutions have come to realize more than ever the necessity of co-operation, uniformity and co-ordination, there is talk of reorganization as far as the Department as a whole is concerned.

2. *Cataloguing and Indexing*

I have already mentioned, in passing, that although the cataloguing and indexing of all the Department's accessions is to a very limited and incomplete extent performed by the Main Library, the divisional libraries on receipt of a publication embark on a system of classification and cataloguing of their own, and it can, therefore, be safely said that none of the Department's chain of libraries has to any extent an efficient and well-developed catalogue of its own special collection. And while it could be estimated that the Department as a whole has no less than a score or more independent systems of classification, to this number could still be added in so far as the different types of cataloguing is concerned.

While many libraries in this country are anxiously looking forward to the time when most or all of the books purchased in this country will be centrally catalogued in order to facilitate uniformity of system and standardization of records, it is also the expressed hope that the same work as far as the Department is concerned should be eventually performed by the Main Library, where trained assistants will know how to do their job satisfactorily.

3. *Bibliographical Service*

In the absence of a satisfactory system as far as the two previous divisions are concerned, it is clear that nothing of much value could have been created in this respect, although the compilation of bibliographies is the *sine qua non* of efficient library service in a special or scientific library. I may make mention here, in passing, of the very valuable service derived from H. W. Wilson's *Agricultural Index*, which serves a great need in a library system as explained above.

You will have noted that I have described to you a rather melancholy state of affairs, but I have done so purposely in order to illustrate the drawbacks generally encountered by similar institutions in this country. To my mind, therefore, the following is the essence of successful specialized library service : —

1. *The Librarian himself.* It has been truly said that the most essential difference in the administration of the special library as compared with that of the general library lies in the librarian : "Books may be purchased and catalogued, but if the librarian of the special library does not take an intelligent active interest in the problems to which his special collection relates, if he does not read and study many and know the contents of more of the books in his charge, the library will be dead."

He should be a strong executive, well-trained in the field of library science, but also well-read in the specialized fields in which his library deals. He should also be supported by trained assistants, who as responsible individuals have definitely decided to make librarianship their career in life, working whole-heartedly towards achieving that aim.

2. *The Library : Its purpose.* Specialized libraries are no longer an experiment. They have developed through the force of circumstances, as their need in research was definitely pronounced, and in future "they will become more and more a factor in the solving of business, commercial and industrial problems, as well as civic and legislative difficulties".

3. *Administration.* A problem that could be easily solved if there were enough trained assistants, and sufficient funds to acquire most of the new publications within the special scope of the library, is to render the actual volumes on the shelves more accessible and better known to our readers, and the building up of the catalogue — the key to the whole collection — through systematic indexing of not only complete works, but also bulletins, abstracts, collections, periodical literature, etc. This is one of the first essentials of specialized library service. And then it is said that only an occasional special library maintains an accession book, few keep a shelf-list, and some have even no catalogue. Uniformity of records is also an essential, but co-ordination, co-operation and less of a tendency to decentralize are even more so. It is well known that scientific and specialized literature is most expensive, and this is an important reason in favour of centralization of similar institutions in our country, in order to avoid costly duplication, especially in a sparsely populated country like ours, where the lack of large library institutions is still greatly pronounced. If responsible individuals would but cultivate less of the personal ambition in favour of the more universal human service! This leads us to our fourth and final consideration.

4. *Bibliographies.* The necessity of realizing the need for bibliographical technique in order to avoid the tendency for research workers necessarily to attempt to collect their own information, is a matter to be reckoned with. Only through the systematic compilation of bibliographies is it "possible to escape the danger of ignorance, or of carrying out costly experiments or lengthy studies, to determine data already published. In these times of specialization and rationalization, everything must be avoided that would lead to waste of energy, whether in research or in the works". Unfortunately the output of scientific technical writings, whether original papers or collected reports, has increased so enormously that it has become impossible for a single individual or institution to collect all that has been published on a special subject.

As has been appropriately said, what is needed is an international information service, organized on a uniform system, such as has been done by the Institut International de Bibliographie at Brussels. Something along the same lines could perhaps be considered for South African literature, but it is a matter that could become very complex, and it would be well to weigh the possibility of such an undertaking very carefully in view of our still backward development in library administration. On the other hand, this may be the appropriate time, because where overseas institutions have delayed this essential work too long, they are greatly regretting it to-day.

THE REFERENCE LIBRARY *

by

MISS P. M. SPEIGHT

Reference Librarian, Johannesburg Public Library

Most libraries, however small, need to have a "reference collection" of dictionaries, an encyclopaedia, the local directory, and so on. But the reference library as a separate institution, or as a distinct department in a library, is usually to be found only in the larger towns. In English practice books assigned to the reference department are not available for home reading, but in some of the more modern American institutions everything may be borrowed, with the exception of rarities and the heavy dictionaries and encyclopaedias. In any library which takes its reference work seriously, this must entail having an adequate number of copies of all books likely to be needed for reference, or the work will be hampered by lack of necessary tools.

A reference library is, however, more than a collection of books, periodicals, and other printed or pictorial material. It has been defined as that place in which "assistance is given to readers in their use of the resources of the library" and also as "that phase of library work which is directly concerned with supplying information and aid to readers engaged in some form of study and research"⁽¹⁾. On these definitions, reference work is constantly being done in the lending department, as well as in the reference room, but the latter place serves all those who wish to work in the building, or whose requirements cannot be supplied from books available for home reading. The ideal of a reference library can be simply stated. It is just this: that no inquirer should ever be sent away unsatisfied. Of course, that ideal is impossibly high except in the great centres of population with their enormous libraries and their power to draw upon specialist collections, and other institutions, through organizations such as the National Central Library. In a country like South Africa, where libraries are few and mainly of recent date, and where the idea of co-operation is in its infancy, there are many reference inquiries that cannot be answered. In addition

* Substance of a Paper read before the Transvaal Branch of the S. A. L. A. on 17th October, 1934.

(1) WYER, J. I.: Reference work. Chicago: A. L. A., 1930. P. 4,

to lack of books there is often lack of trained staff, so that information remains buried in the books which are available. In England, through the means mentioned above, a small municipal library may draw on the stores of books which have been accumulated all over the country for hundreds of years, and which must have cost millions of pounds. In South Africa libraries are poor, and there are relatively few books. The lesson we must learn is, that there is an absolute necessity for close co-operation in book buying, and for liberal borrowing and lending between institutions, even though they are hundreds of miles apart. Only by this means can we prevent unnecessary duplication of costly books, so that what money we have is used to the best advantage.

With the financial limitations that beset nearly all libraries, book-buying for the reference library is no easy matter. A list of those books essential to a small institution has already appeared in *South African Libraries* ⁽²⁾. Larger libraries have adequate guidance in Minto's *Reference Books* ⁽³⁾, and in Mudge's *Guide to reference books* ⁽⁴⁾.

It cannot be stressed too emphatically that a reference library is more than a collection of books, however good these may be. Before they are of any real use to the inquirer, they must be classified minutely and exhaustively catalogued. Added entries, cross references, and index headings can be used to an extent that would be unnecessary in a lending library catalogue; and these added cards are a key to much information that might otherwise be lost.

The most valuable bibliographical tools in a reference library, apart from its own catalogue, are the big indexes to those periodicals which form so essential a part of the library's stock. I refer, of course, to the Library Association's *Subject index to periodicals*, and to the publications of the H. W. Wilson Co. — the *Industrial arts index*; the *Reader's guide*; *International index*; *Agricultural index*; *Art index*; and the *Essay and general literature index* (which indexes collections of essays, not periodicals). These cover the wide field of British and American current periodicals, with a few French and German ones as well; but, of course, specialized subjects such as law and medicine have their own indexes. They are usually the province of special libraries, and ordinary reference libraries make no

⁽²⁾ *South African Libraries*. Vol. 2, nos. 3-4, Jan., and April, 1935.

⁽³⁾ MINTO, J. M.: *Reference books*. London: L. A., 1929. (With supplement, 1931).

⁽⁴⁾ MUDGE, I. G.: *Guide to reference books*. Chicago: A. L. A., 1929, (With Supplements 1930, 1931-33).

attempt to cover their field. Unfortunately, the indexes mentioned above include hardly any South African items, (the Library Association *Index* does the *South African Journal of science*, and the *Agricultural Index* the *Onderstepoort Journal* and *Farming in South Africa*). Lewin's *Catalogue of the Royal Empire Society Library* includes some entries, and Mendelssohn's *Bibliography* gives some of the older periodicals. It is hoped that soon the larger South African libraries will co-operate to index the important local journals. [An Indexing Committee has been recently appointed]. At the Johannesburg Public Library subject entries are made for all articles appearing in South African learned society publications — the various Museum *Annals*, Royal Society of South Africa, etc., but the rest go unindexed, and the possibility of a co-operative printed index is keenly welcomed.

In addition to catalogues and indexes, a reference library must have a trained staff. Bibliographical research is not easy ; even quite learned men do not always know where to look ; while the catalogue, complicated as it must be by added entries and cross-references, is an almost unfathomable mystery to the man in the street. "The daily losses in energy and material that result from sheer ignorance on the part of otherwise intelligent persons of how to avail themselves of the contents of books must be colossal beyond all calculations" ⁽⁵⁾. A reference library must be staffed by people who know where and how to look ; who know what sort of information may be found in the various quick-reference books, and what subjects are probably covered by textbooks, and what are almost certainly not. It is a kind of training that can only be acquired by doing ; and it calls for a good memory and a power of quick thinking, added to a good general education. More than that, the ideal reference worker needs to be a kind of thought-reader, and an expert cross-examiner, for one of the chief difficulties in the way of helping people is that of finding out what they really want. Most of them don't tell — it has to be dragged out of them bit by bit. Another quality which the reference librarian must try to acquire is the power of summing people up ; for it often happens that several inquirers come at once, so that those who look as if they could find things for themselves must be given the books and left to it, while the more helpless must be helped. It is often amazing to those who are trained, that people can be so helpless over a simple matter such as finding a name in an alphabetical list ; and even among fairly well-educated people, such as university undergraduates, there are a few who don't know the proper use of an index in a book — unless the place is found for them they assert that the information is not there.

⁽⁵⁾ LEARNED, W. S. American public library and the diffusion of knowledge.
N. Y. : Harcourt, 1924. Quoted by WYER : 279.

The question of help to readers is one which individual libraries must settle for themselves. In America, before the depression and probably still, an amazing amount was done for readers by the staffs of the best libraries, in the way of preparing their material, compiling bibliographies, and so on. In the end it comes down to a question of finance, for unless there is a large staff, such help cannot be given.

One of the duties which the reference librarian should not shirk is that of educating readers to self-help. This cannot often be done formally, except in college and university libraries, where freshmen can be given a series of talks on the use of reference books and the catalogue, and so on. In a public library the staff should lose no opportunity of showing people, who are seen struggling with the catalogue, how it works, for such help makes the reader independent next time. It is often a good plan, when one of the periodicals' indexes is being used to solve a problem, to find the subject word in one volume, and to give the next year's index to the inquirer, suggesting that it will save his time if he tries the entries under that word and indicates which would be helpful. There are many other ways of helping people to help themselves, and the little extra trouble involved in explanation and help is well worth while. Here again, it is necessary to sum people up, for there seem to be some who will never be able to find even the simplest things for themselves — it is necessary to give them page and line, and even so they have known been to say "Thank you", shut the book, and go to another seat, and then expect to have the page found again ! Luckily this is rare.

This paper would be unbearably long if it attempted to deal with reference library administration in any detail. Open-access to books is essential to a good reference library, though a few of the most useful volumes will have to be locked up, or they will almost certainly be missing. Statistics of the number of books used are difficult to collect with any accuracy in an open-access library, but statistics of the number of visitors can be obtained by asking them to sign their names as they enter. The most important record to keep is that of unanswered queries, as this enables some deficiencies to be made good. An indexed record of especially hard conundrums solved often saves another long search by another member of the staff later on.

In conclusion, I should like, if I may, to urge upon any of you who are young in the profession, the claims of reference work, if ever a time should come for you to make a choice. It is not easy work ; it is terrible to be suddenly asked for information about things one has never even heard of ; and it is perhaps worse when one knows almost instinctively that a search will be

useless — when one must keep on looking in book after book, perhaps only to fail in the end. The qualities of patience, good humour, and tact must be developed, and they will often be subjected to severe strain. But there are compensations. There is no phase of library work that is of more absorbing interest. Here there is something fresh every day, new questions to answer; every day the boundaries of knowledge are enlarged for you, and there are fresh ways of making past mistakes contribute to present efficiency. For sheer enjoyment, let me commend the work of the reference librarian to you all.

BIBLIOGRAPHICAL NOTES

Cape Review. The weekly journal *The Cape review* brought out its last number on 15. November. This marks the end of a notable chapter in Cape Town's journalistic history. *The Cape review* itself was a comparatively new journal, for it only started in March, but it combined two of the Cape's oldest weeklies — *The Cape* and *The South African review*. *The Cape* was founded in 1908 by the late Mr. A. D. Donovan, one of the most brilliant journalists South Africa has known. . . . *The South African review* was founded several years before *The Cape* by Mr. Alfred Palmer. It was a witty journal, which threw a sharp searchlight on South African events week by week. (*The Star*, 15. Nov. 1935).

Children's Books. The National Book Council has just published revised editions of two useful book lists: — No. 23: *Books for young people*, and No. 23A: *Easy books for little children*.

Laidler. *Now ready*: — Laidler, P. W., *comp.* . . . The Pre-Victorian products of the Cape Press, 1796-1837: being a chronological bibliography with annotations of . . . [809] civil products of the Cape Press; tentative ed. Mimeographed. Johannesburg: Box 1176, 1935. vii, 105 l. 33cm. (S. A. L. A. Bibliography No. 1). 3/- — or 3/6 post free. Note: — Only 100 copies available.

South African Ethnography. Schapera, Dr. I. Select bibliography of ethnographical research in South Africa. — Johannesburg: Univ. of the Witwatersrand press, P. O. Box 1176. 4/- (In: *Bantu studies*, viii, no. 3: 280-342, Sept., 1934).

General works and comparative studies — Bushmen — Hottentots — Bergdama — Ambo — Herero — Shona — Venda & Vendaized Sotho — Transvaal Sotho — Tswana — S. Sotho — S. Ngami — N. Ngami — Swasi — Ngami offshoots — Thonga.

PROFESSIONAL EDUCATION

Recognition of Professional Certificates. The Librarian of the South African Public Library, Cape Town, writes: — "My trustees have just given two years' seniority to a holder of the London Diploma and will do the same by the L. A. and the S. A. L. A. certificates." [Cf. *S. A. L.* v. 3. no. 1: 13, July, 1935, for recognition of certificates by the State Library. We shall be glad to hear of similar recognition elsewhere. *Ed.*].

Scheme of Examination. On the Resolution of the Council, para. 5 of the *Scheme*, relating to language tests, has been amended by the omission of the words: "and a candidate may take them at any time subsequent to passing or being exempted from the Elementary Examination."

German Book Prices. The Börsenverein des deutschen Buchhandels has agreed that from September 29, 1935 there will be a reduction of 25% on all German books and periodicals sold to foreign countries. See advertisements from Mr. Ferdinand Stich and Messrs. Swets en Zeitlinger in this and the previous issues.

EMENDATUM. *S. A. L.* v. 3. no. 1: 16, footnote (7): — Gravesend: A. J. Philip. *For* Weekly, 17/4 p. a. *read* Monthly, 12/- p. a.

LIBRARY NOTES AND NEWS

Carnegie Centenary. November 25. was the centenary of the birth of Andrew Carnegie, the world's most enlightened philanthropist and benefactor of adult education. To celebrate the centenary the Carnegie Corporation has forwarded to all libraries in America and the British Empire posters and portraits of the donor. To mark the occasion the University of the Witwatersrand had on exhibition a number of publications made possible by the Carnegie foundations and institutions.

In Pretoria the Board of Trustees of the State Library entertained at luncheon the Carnegie Trustees for Library Development.

Dundee, Natal — Public Library. The *Annual report* shows a year of marked progress, although, owing to the improved library at the High School during the last year, the students' section of the town library had not been so popular, the membership having dropped from 80 to 24.

Johannesburg. Book Club. From the *Annual report*, 30th June 1935:

	1933/34	1934/35
Revenue	£4,188. 16. 6	£4,436. 11. 4
Stock	35,763	39,830
Members	3,240	3,501

In response to numerous requests a complete new classified catalogue has been printed, at a cost of approximately £300. This is sold to members at 1/-. The premises of the Club are to be extended in January by the inclusion of an extra room at present occupied by other tenants.

Krugersdorp. Public Library. The *Annual report* for 1934/35 shows another year of remarkable progress.

	1934	1935
Issues	50,415	72,658
Depositors	236	346
Students	684	1,351
Stock		11,891
Subscribers	370	450

The Municipal Council has increased its grant from £1,000 to £1,250. The recently opened depot at West Krugersdorp has proved very useful to readers in this part of the town; the average number of books issued during the month is roughly 257. Increasing use is being made of the Reference Department both by students and the general public. There are two interesting adjuncts of the Library, namely, the Children's Story Hour, and the Library Group Lectures. Both of these features have been well attended. Lectures included *The trend of the modern novel*, *World problems*, *Native music*, *Psychology*, *The Afrikaans novel*.

Randfontein. Public Library. The Library has issued its first *Report* for the period November, 1934, to September, 1935. Stock: 1,686; Issues: 13,601; Membership: Adult 414, Children 60 (equivalent to approximately 11% of the European population, being 1% above the usual library figure). Some 400 books have been donated, including *The Times History of the War*, *Harmsworth's Self educator*, *Lloyd George's War memoirs*, and a gift of £25 for mining books from the Randfontein Gold Mining Co., Ltd.

Salisbury, Rhodesia. Queen Victoria Memorial Library and Museum.

Library membership: 526, including 82 country members; Stock: 14,077; Issues: 57,705.

School Library Opened. On 19th October a library and rest room was opened at the Sir John Adamson School, Johannesburg. This is the first primary school in South Africa to have a library building. Funds for the building, which cost £800, were collected by parents and scholars, the Transvaal Provincial Administration contributing £ for £. In his opening speech the Administrator of the Transvaal remarked: "The approval of the library project means the acceptance by the Provincial Administration of a principle . . . that might cost the province a lot of money, but it is a principle the Executive will be prepared to face . . . During 1934 £1,500 were devoted to the purchase and to the support of library books. During 1935 this grant was increased to £2,207." (From *The Star*, Oct. 21, 1935).

Transvaal Carnegie Non-European Library. This Library has just issued its first *Report*. No details are published here as a comprehensive article on the Non-European libraries in the Transvaal will appear in our next issue.

Utrecht, Natal. Public Library. This Library has been added to the number of free libraries in the Union, making nine in all.

"BRAILLE" AND THE WORK OF THE NATIONAL LIBRARY FOR THE BLIND

by

MRS. MURIEL ODAMES

It was late in the civilization of the world before there was any record of the education of the Blind, and very late before any systematic education was attempted.

The earliest form of tangible "writing" possible for the Blind to read, is probably the "string-writing", *quipu*, of the Peruvians. This however, did not find its way to Europe until the seventeenth century and probably did not then suggest itself as a means of communication with the Blind. It has been used to a limited extent. By such means, a letter would consist of a ball of string, in which would be found loops and knots of varying lengths and in varying groupings, which the reader would unwind and pass through his fingers, repeating aloud the words these knots and loops represented.

There have been various embossed types, including the VALENTIN HAUY type, GALL's type, ALSTON's type, LUCAS's type and FRERE's type. BRAILLE type, however, has been in general use in England, with certain improvements, for over 100 years.

"Braille" was the invention of a Frenchman, Louis Braille, the son of a harness-maker, who lived close to Paris. He was born in 1809, and was blinded at the age of three when playing with one of his father's tools. He was sent to the Blind School in Paris and at the age of seventeen was made a junior master. He was most anxious to work out a system which could be written as well as read by the Blind, and he used as a basis a scheme devised by Charles BARBIER, a young French artillery officer. He improved and condensed this into the system known as "Braille". This invention was first made known to his own school in 1829, but was not officially adopted in France until about 1854, two years after the inventor's death. It was not generally adopted in Great Britain until about 1870.

America has made various trials with the Dot system and for many years used what is known as "Grade 1½".

In 1932 a conference was held in London between English and American Brailleists to settle the many points of difference between the two systems

of "Braille". The result of the conference was successful, both sides giving way on many points, and there is now one "Braille" type for all English-speaking blind readers.

"Moon" type, which is used very little in comparison with "Braille", is practically the letters of the Roman alphabet raised, with the omission of the less important strokes. This type is considerably more bulky than "Braille" as is shown by the fact that the Bible in "Braille" runs into 39 volumes, whereas in "Moon" type it requires 62.

"Moon" type is used mostly by those who lose their sight late in life, more especially agricultural labourers and simple folk to whom the "Braille" system would prove too bewildering.

"Moon" type volumes are only produced by machines. The National Library for the Blind in England serves about 800 blind readers with books in this type.

The work of this Library in Westminster and its branch in Manchester increases yearly. During the past year nearly 600 voluntary writers have continued their splendid work of transcribing books from print into embossed type, and it is only owing to their loyal and untiring work that the library is enabled to meet the ever-increasing demand for more books which bring the Blind so much happiness.

Every voluntary writer is trained through a correspondence course lasting 4, 5 or 6 months and the National Library "Braille" test must be passed before a writer is qualified to transcribe books.

Second copies of books which are likely to prove popular are duplicated by blind copyists working from the "Braille" sheets, and the Library employs 116 blind men and women who much appreciate this congenial and remunerative work. These workers are paid 3d, 4d, 5d and 6d per sheet according to the quality of the work produced. During the past year 2,144 volumes, running into 578 complete books were transcribed by voluntary writers, and 2,785 volumes were copied by blind copyists.

A well-transcribed MS. "Braille" volume with bold, well-formed dots should, with care, last twenty years. So much work goes to the production of these volumes that only specially tested Manila paper, which is free from all faults, is used. Each sheet of "Braille" is treated with shellac mixed with methylated spirits to make it more durable.

A certain number of embossed books are stereotyped and all these are purchased by the National Library, but not enough of them are produced to meet the demands, and it is the MS. books that form the bulk of the Library's

"BRAILLE" AND THE WORK OF THE NATIONAL LIBRARY 109

stock. Stereotyped books have a very much shorter life as they are produced on much thinner paper and are not shellacked.

Membership of the National Library for the Blind is free to all blind readers. There is a small reading room at the Library where members are free to go and read, but practically no one takes advantage of this as the majority of books are sent through the post. All readers, save those in indigent circumstances, are responsible for the cost of postage on their books; this is a small item, as, by "Special Embossed Literature Rate", 5lbs. (one volume) can be transmitted through the post anywhere in the world for 1d.

Last year the National Library in Westminster, together with the branch in Manchester, issued 307,436 volumes to blind readers, an increase of 4,842 over the preceding year. An average of 1,000 volumes are sent out every day, a similar number being returned.

The circulation figures for the last ten years show an interesting increase. In the Library year 1924-25, 169,683 volumes were issued. By 1933-34, the number had increased to 307,436.

Every year a certain number of books, worn and pressed through much reading, have to be withdrawn from the Library. Last year the number was 4,586 at the head office in London, and 1,381 at Manchester.

Transcribing books into "Braille" is a fascinating and inexpensive hobby, yet one requiring great accuracy and a quick-working brain, and more voluntary "Braille" writers are always needed by the National Library for the Blind to meet the ever increasing demands upon its resources.

The South African Library for the Blind at Grahamstown has 5,292 volumes on its shelves. During 1934 5,431 books and 3,729 magazines were circulated.

Readers interested in the subject should refer to the following articles:— *Talking books for the Blind*. In *L. A. R.* 4. ser. 2:470, Oct. 1935; Vaughan, V. H. *Nagskrif*; *Die standaardisering van Afrikaanse Braille*; *Die Afrikaanse Bybel in Braille-skrif*; *Die ontwikkeling van blindeskrif*. (In *Die Huisgenoot*, 17 Mei: 39; 24. Mei: 31; 31 Mei: 43; en 14. Junie: 33, 1935)

VACANCY ON COUNCIL. The vacancy on the Council occasioned by the death of Dr. J. G. Gubbins has been filled by the re-appointment of Principal H. R. Raikes.

BIBLIOGRAPHICAL NOTES

Africana Prices

In response to requests for the reappearance of this feature in *South African Libraries*, we give below prices of £1 and upwards realised for Africana items at Johannesburg sales since our previous Lists were issued.* The Association is indebted to Mr. Fred Rose, Africana Specialist, 11, New Kempsey Buildings, cr. Fox and Joubert Streets, Johannesburg, for his kindness in forwarding us priced catalogues.

ADAMS, W: Modern voyage. 1832. 4v.	£ 3. 12. 6
ALBERTI, L: Vues d'Afrique meridionales. 1811. 4 aquatints and letterpress. 24.	5. 0
ALEXANDER, Sir J. A: Expedition of discovery. 1838. 2v.	£1.5.0, £1.7.6, 4. 10. 0
ANGAS, G. F: Kaffirs. 1849.	£15.0.0, £26.10.0, £30.10.0, 42. 10. 0
BAINES, T: Victoria Falls. 1865.	£5.10.0, £6.0.0, £6.15.0, 11. 0. 0
BARROW, Sir J: Voyage to Cochinchina. 1806.	£2.5.0, £2.15.0, £3.0.0, 7. 10. 0
" " Travels. 1801-04. 2v.	£1.16.0, 3. 0. 0
" " 2. ed. 1806.	£4.0.0, £6.0.0, £6.2.6, 8. 10. 0
BIRD, J: Annals of Natal. 1888. 2v.	2. 15. 0
BOWLER, T. W: South African sketches. 24.	0. 0
BRYDEN, H. A: Great and small game. 1899. }	8. 10. 0
" " Nature and sport. 1897. }	
BURCHELL, W. J: Travels. 1822-24. 2v.	£29.10.0, 34. 10. 0
" " Vol. 1 only	5. 0. 0
BUTLER, Capt. H: South African sketches. 1841.	6. 7. 6
CAMPBELL, Rev. J: Travels. 1815.	1. 3. 0
CARTER, G: Narrative of the loss of the <i>Grosvenor</i> . 1791.	£2.0.0, 3. 12. 6
CATHCART, Sir G: Correspondence, 1856. Presentation copy.	1. 2. 0
CHAPMAN, J: Travels. 1868. 2v.	£3.5.0, 7. 2. 6
CHRISTOPHER, J. S: Natal, Cape of Good Hope. 1850.	1. 12. 0
COHEN, L: Reminiscences of Johannesburg and London. Autographed.	2. 8. 0
" " Reminiscences of Kimberley. (1911). Limited ed., autographed.	6. 2. 6
" " Ordinary ed.	4. 10. 0
CUMMING, R. G: Five years of a hunter's life. 1850. 2v.	£1.0.0, 3. 0. 0
DAMBERGER, C. K: Travels. 1801.	1. 12. 0
DANIELL, S: African Scenery. 1805. 30 coloured engravings.	29. 0. 0
" W.: Sketches. 1820.	5. 0. 0
DAPPER, O: Description de l'Afrique. 1686.	4. 5. 0
FITZSIMONS, F. W: Natural history of South Africa—Mammals. 1919. 4v.	1. 12. 0
" " Snakes of South Africa. 1910.	1. 1. 0
GALTON, F: Narrative of an explorer in tropical Africa. 1853.	2. 10. 0
GLEANINGS in Africa. 1806.	3. 10. 0
GODLONTON, R: Narrative of the . . . Kafir hordes. 1836.	9. 0. 0
HARRIS, Maj. Sir W. C: Portraits of the game . . . animals of South Africa. 1840. 30 col. lithographs. £19.0.0, £23.0.0, £25.0.0, 26. 0. 0	
" " " Wild sports of South Africa. 1852. £4.15.0, 5. 5. 0	
HAWKESWORTH, J: Account of the voyages . . . in the Southern hemisphere. 1785. 4v.	1. 7. 6
HUTTON, C: Tour of Africa. 1819. 3v.	5. 5. 0
ISAACS, N: Travels in . . . Eastern Africa. 1836. 2v.	£29.0.0, 30. 0. 0
JEPPE, F: Zoutpansberg goldfields. (Reprinted from: R. Geog. Soc. Procs. 1893. With map).	1. 3. 0
JUNOD, H. A: Life of a South African tribe. 1912. 2v.	2. 17. 6
KEITH, Lieut. Sir G. M: Voyage to South America and the Cape of Good Hope. 1810.	1. 5. 0
KOLBE, P: Naaukeurige . . . beschryving van de Kaap. 1727. 2v.	15. 15. 0
LA CAILLE, M. L'Abbé N. L. de: Journal historique. 1776.	1. 12. 6

(continued on page 116)

LIBRARIES AND ADULT EDUCATION*

by

M. M. STIRLING

State Library, Pretoria

Whatever our definitions of Adult Education may be, and these must differ with the individual, there is one fundamental principle on which we will all agree and that is that all such education must be voluntary and not forced. It must arise from the aspiration towards self-development and fulfilment inherent in all normal human beings. The object of any Adult Education movement should be to encourage and foster such aspiration, giving it form and direction and providing the means for its satisfaction.

Books are the chief influence in adult, as in any other education and the public library as the principal provider of books must take a dominant place. But the library must do more than provide books on its shelves. It is not enough to make books available. The right book should be supplied to the right person at the right time. The individual must be studied, his personal predilections given due weight, his intellectual attainments and previous reading tactfully measured, and reading lists and advice must be carefully graded and adapted to suit each individual case. I am not suggesting that every library reader should be crossed-examined. This would be fatal. What I do suggest is that every reader should be able to have sympathetic and skilled guidance if and when he wants it. Such assistance can best be obtained through informal and friendly conversation with the librarian, or other member of his staff delegated to this duty.

Readers' Advisory Service

This Readers' Advisory Service, as it is generally called, is of the utmost value to students and readers generally and particularly to those who prefer solitary study or are deprived of the opportunity for group study and discussion, such as is afforded by Workers' Educational Associations and other bodies.

In the larger libraries the Readers' Adviser is a special appointment and is given only to people of exceptional character and educational qualifica-

* An address delivered at the Adult Education Conference, Durban, Oct. 12, 1935.

tions. He has his own office where those who wish to do so can consult him in private. In addition it is his duty and that of his assistants to be constantly on the look out for, and to offer assistance to readers who are obviously in difficulties over book selection. It is also his duty to endeavour to keep library readers interested in current questions by assembling together and displaying the library resources on any topic which comes prominently before the public, such as, for instance, the Abyssinian dispute. A "Topics of the day shelf" should be set apart in every library for this purpose. That there is a demand for a readers' advisory service is the everyday experience of librarians as is also the hopelessness of trying to develop it under existing financial and other attendant difficulties.

The public library is the natural community centre not only for books but for information on the facilities available for adult education such as study groups of the Workers' Educational Association, home-reading circles, play-reading societies, university extension lectures, radio talks. While no library could be expected to supply actual textbooks for intensive study lasting over several months or longer it can reasonably be required to provide, with the assistance of a central library, all the books for supplementary reading which the individual or group may require. The library exists for the purpose of providing the public with the books it needs, and duplicates of works for serious reading should be generously provided.

National Central Library

The State Library, which recently became the central library for the Union, undertakes to provide, as far as its resources will permit, books to any reader in South Africa who cannot obtain locally those he wants. As far as possible applications for works must be made through the local librarian. This provision is made to insure firstly that the local library is patronised, secondly that local libraries do not neglect the reasonable requirements of their members. In the case of country people, isolated and cut off from any other library, application is made to the State Librarian direct. Besides this service to individual readers the State Library will provide any circle or group with sets of books in connexion with its reading courses, but, for financial reasons duplicates cannot be supplied to any one group or circle.

Certain rules have been laid down by the Trustees for the administration of the Central Library. These are, however, more observed in the spirit than the letter and are intended purely as a protection against abuses of

the system. We do not undertake, for instance, to lend books costing over £2. 2. 0 or under 6/-, but actually works of which we possess duplicates, such as Burchell's *Travels* worth £30, have been lent if we were satisfied that every reasonable care would be taken of the volumes. In the same way books costing less than 6/- are frequently lent. Everything depends on the facilities enjoyed by the institution or person applying for a work and each application is considered on its merits. There appears to be an impression abroad, especially amongst school teachers, that the State Library lends textbooks and the prescribed works of universities and other educational authorities. If such applications come from persons living in the country and isolated from libraries and bookshops and other educational facilities we do our best to help them by supplying the works asked for but it would be obviously impossible to provide every examination student with all the textbooks he requires. The State Library besides lending from its own stock arranges, and acts as clearing house generally, for inter-library loans in South Africa. If a book is not in the State Library stock an attempt is made, on request of the applying library, to locate a copy in some other library.

Work With Children

An important factor in the future of Adult Education is library work with children. As a means of supplementing the work of the school and to some extent counteracting its influence the children's library is essential. Library provision in the schools themselves, where it exists at all, is for the most part beneath contempt. The specially trained school librarian is of course unknown in South Africa. To say, as is so often said, that free education is sapping the sturdy independence of the South African nation is to utter nonsense. Free education means free opportunity for self-culture. It cannot exist in South Africa until all our libraries are free, until our school children are taught to use books and libraries intelligently, until independent work in the library is included in the curriculum of every school. It has been somewhat caustically remarked that we spend eight million pounds a year on teaching our children to hate books. Our school children are not trained in reading, in thinking for themselves, in self-reliance. They are encouraged to lean more and more on teachers and textbooks and to believe that education ends with matriculation. Joy in reading is killed, the thinking faculties are dulled, originality in thought or action is stifled, and very few of those who leave school ever find their way to the public library.

The Reading Public

Only three per cent of the European population of the Union are members of public libraries, compared with fifteen and twenty per cent in more progressive countries. It is customary to say that South Africa is not a reading country because of its fine climate. In California with an equally fine climate and an equal amount of sunshine, the Library membership is 25 % of the population. The illiteracy of South Africa may be entirely attributed to lack of educational facilities. An educational system which does not include the public library has no right to the name. It is a pretentious humbug, a monument of ineptitude, a machine for the production of mediocre and illiterate citizens.

The South African Library System

It would not be possible to give a true description of the South African Library system, or lack of system, without incurring suspicion of exaggeration. South African libraries have with few exceptions not only failed to advance with the times : they have never at any period of their existence been even remotely level with the times. They have been so consistently starved financially that they have never been capable of taking their rightful place as "the University of the people." It is easier in South Africa to find public funds for a prison than for a library. The Central Library Service, poverty-stricken and ill-equipped as it is, and unable to function in any but the most rudimentary fashion, was only rendered possible of establishment through the private benefaction of a generous American who had no interest in the country. There are only nine "Free" municipally supported libraries in the Union ; there is only one rural library system and only one school library system.

The main support of libraries is by subscriptions supplemented to a greater or lesser extent by Provincial and Municipal Grants. In the Cape small provincial grants based on subscriptions are made to all libraries. In the Transvaal, the Provincial Administration makes grants, not exceeding £80, based on Municipal support, to all towns of under 10,000 European inhabitants and in addition supports a Transvaal Rural Library Service which is still in its initial stages of development. In Natal the only provincial grants paid consist of £100 each to Durban and Pietermaritzburg libraries. In the Free State no provincial grants have ever been made to libraries.

The average South African public library might be described as a mere subsidized book club, run on sweated labour, for the circulation of ephemeral

fiction. No attempt is made to provide only the best literature, and the real function of the library as our most important educational institution remains unrealized and unfulfilled. More than eighty per cent of South African library employees do not receive a living wage.

Having to depend for their existence chiefly on subscriptions libraries are encouraged to buy mainly works of fiction, most of which are extremely ephemeral. Fiction is twice as cheap to provide as non-fiction, it circulates at twice the rate and, therefore, its purchase is calculated to attract twice as many subscribers. I do not wish to decry the reading of fiction. Good fiction is probably the greatest educational influence humanity possesses. But I do wish to condemn a national library policy which makes the indiscriminate purchase of good, bad and indifferent fiction not only possible but essential, for no better reason than that it is demanded by subscribers, because it is new. Reference work is almost entirely neglected. It does not "pay". Modern atlases, dictionaries, encyclopaedias, yearbooks, gazetteers etc., are seldom supplied. It is even a rare occurrence to find the current issue of the local directory in a library. Work with children does not "pay". Children are naturally voracious readers. The wear and tear on books is heavy and juvenile departments are expensive to maintain. Children, if accepted as library members at all, have to be admitted free or at greatly reduced rates.

Legislation is Fundamental

The fundamental requirement of adult education in South Africa is a modern library service. The fundamental requirement of our libraries is legislation which will provide for their progressive and rapid development and which will free them for ever from the present stupid policy of financial starvation. The Adult Education Movement must remain restricted and hampered until all our libraries are "free" and supported adequately by public taxation, until library service is Union-wide both municipally and rurally, until free access to books is the unchallenged right of every citizen young and old, rich and poor, urban and rural.

BIBLIOGRAPHICAL NOTES

Africana Prices

(continued from page 110)

LATROBE, Rev. C. I:	Journal of a visit to South Africa. 1818.		
	£4.10.0, £5.0.0, £5.15.0, £6.15.0, £7.10.0,	11.	0. 0
LAYARD, E. L. and SHARPE, R. B:	Birds of South Africa. 1875-84.		
	£4.10.0, £4.17.6, £5.10.0,	6.	10. 0
LEIBBRANDT, H. C. V:	Précis of the Archives. 1896-1906. 15v.	11.	10. 0
LE VAILLANT, F:	Travels. 1790. 2v.	1.	10. 0
"	" Voyage . . . dans l'intérieur de l'Afrique. 1790. 2v.	1.	10. 0
"	Poor copy.		
"	" 1800. 2v.	2.	6. 0
"	Second voyage. [Fr.]. 1797. 3v.	2.	0. 0
LICHTENSTEIN, H:	Travels. 1811-12. 2v.	10.	0. 0
LINSCHOTEN, J. H. van:	. . . Itinerarium. 1599. Imperfect.	30.	0. 0
LIVINGSTONE, D:	Missionary travels. 1857.	5.	0. 0
LUCAS, Capt. T. J., C. M. R:	Pen and pencil reminiscences. 1861.	4.	0. 0
LUDLOW, Capt. W. R:	Zululand and Cetawayo. 1882.	1.	0. 0
MILLAIS, J. G:	A breath from the veld. 1895.	£8.15.0,	11. 0. 0
"	Far away up the Nile 1924.	1.	12. 6
MOODIE, D. C. F:	History of the battles . . . in South Africa. 1888. 2v.	1.	5. 0
NICOLLS, J. A. and EGLINGTON, W:	Sportsman in South Africa. 1892.	1.	1. 0
OGILBY, J:	Africa. 1670.	£11.0.0,	13. 0. 0
OORDT, J. F. van:	Paul Kruger en de opkomst d. Z.-A. Republiek. 1898.	1.	5. 0
PERCIVAL, Capt. R:	Account of the Cape of Good Hope. 1804.		
	£1.0.0, £2.5.0, £2.10.0,	4.	5. 0
PRINGLE, T:	African sketches. 1834.	1.	15. 0
"	" German ed. 1836.	2.	0. 0
[ROUPELL, Mrs. A. E.]:	. . . Flora of South Africa by A Lady. 1849.		
	Very cheap at	£7.0.0,	10. 0. 0
SAINT-PIERRE, J. H. B. de:	Voyage to the . . . Isle of France. 1800.	1.	3. 0
SCHROEDER, W. H:	Schröder Art Memento. 1894.	1.	0. 0
SELOUS, F. C:	Travel . . . in South East Africa. 1893.	1.	10. 0
SPARRMAN, A:	Voyage to the Cape of Good Hope. 1785. 2v.	6.	10. 0
STANFORD, Sir R:	Loyalty and its reward. 1859.	£3.15.0,	1. 11. 0
STEEDMAN, A:	Wanderings . . . in . . . South Africa. 1835. 2v.	£1.5.0,	3. 2. 6
STEVENSON-HAMILTON, J:	Animal life in Africa.	2.	15. 0
STOUT, Capt. B:	Narrative of the . . . Hercules. 1798.	2.	10. 0
STOW, G. W:	Native races of South Africa. 1905.	2.	10. 0
TAYLOR, Rev. I:	Scenes in Africa. 1821.	1.	5. 0
THEAL, G. M:	Records of South-Eastern Africa. 1898-1903. 9v.	6.	12. 6
THOMPSON, G:	Travels . . . in Southern Africa. 1827. 2v.	2.	15. 0
THUNBERG, C. P:	Travels in . . . Africa. 1795-96. 4v.	£2.0.0,	2. 7. 6
TRIMEN, R:	South African butterflies. 1887-89. 3v.	5.	5. 0
LIER, H. R: van:	Verzameling van eenvoudige leerredenen. 1834.	1.	3. 0
WATERS, W. H. H. and Du CANE, H., transl.:	German official account of the War in South Africa. 1904-06. 2v.	1.	0. 0
WEILBACH, J. D. and DU PLESSIS, C. N. J:	Geschiedenis van de Emigranten-Boere. 1882.	2.	10. 0

* South African Libraries I, nos. 2 and 4 : 74 and 128, Oct. 1933 and April 1934.

SELECT LIST OF NEW BOOKS

compiled by

P. R. DAVIS

*Hon. Secretary, Johannesburg Book Club**Classified according to Dewey with the collaboration of*

R. F. KENNEDY.

100 — PHILOSOPHY

- 171.4 **Powys, John Cooper.** *The Art of Happiness.* Bodley Head.

6. 0

Briefly the theme of Mr. Powys's new philosophical study in the art of happiness is that "it is the business of the individual to be happy in life itself and not to require perpetual 'bonnes bouches' from Fate and gala days from Chance."

200 — RELIGION

- 215 **Russell, Bertrand.** *Religion and Science.* Thornton Butterworth.

2. 6

This new volume in the *Home University Library* is a brief but illuminating account of the old conflict between religion and science, considered historically and in relation to the controversies of to-day.

300 — SOCIAL SCIENCES

- 321.6 **Broad, Lewis, and Leonard Russell.** *The way of the dictators.* Hutchinson.

12. 6

An investigation, fearlessly and honestly conducted, of the circumstances which have produced dictatorships on the Continent in order to decide whether similar events might occur in England. An admirable account of the rise of Mussolini, Hitler, Kemal and Pilsudski, and a warning to the nations who think "It can't happen here".

- 327 **Pearson, Drew, and Constantine Brown.** *The diplomatic game.* Lovat Dickson.

10. 6

A detailed account of international politics from the Kellogg Pact, through the London Naval Conference and the Hoover Moratorium to the breakdown of the Disarmament Conference at Geneva, by two American journalists. The book is full of intimate personal touches and lively criticism and perhaps nothing that has been written in recent years so fully and so devastatingly reveals the futility of politicians.

- 329.942 Amery, The Rt. Hon. L. S.** *The Forward View.* Bles. 16. 0

A survey of the trend of world ideas and an eloquent vindication of the British Imperial policy. Mr. Amery offers a definite constructive policy and deals trenchantly with current shibboleths and sentimentalities. An important book.

- 329.942 The Next Five Years :** an essay in political agreement by 152 influential signatories representative of all shades of thought and embodying a far-reaching but attainable Programme of Action. Macmillan. 5. 0

The authors consisting of some of the foremost political and economic thinkers of to-day reach agreement on a comprehensive and detailed statement of policy and deal with every aspect of national affairs from a non-party standpoint.

500 — PURE SCIENCE

- 570.1 Carrel, Alexis.** *Man the unknown.* Hamish Hamilton. 12. 6

Dr. Carrel, whose famous researches at the Rockefeller Institute won him the Nobel Prize, has written an interesting and stimulating book, on the advances of medical science and the future of man as an individual, and the possibilities of a civilization based on his true nature.

- 572.94 Huxley, Julian, and A. C. Haddon.** *We Europeans.* Cape. 10. 6

In this survey of 'Racial' Problems, the youngest and the oldest of our distinguished anthropologists discuss the nature of so-called Racial Problems among white peoples in the light of recent progress in heredity, and trace the origin and development of the idea and its relation to 'Nationality'. Should be read by all politicians who share Hitler's delusion that there is such a thing as an 'Aryan' race.

- 591.5 Williamson, Henry.** *Salar the Salmon.* Faber. 7. 6

Though in the guise of fiction this admirable study of the life of a salmon, a sea-trout and a grilse, is the fruit of years of study and intensive observation by a born naturalist. Will probably rank with *Tarka the Otter* in public esteem.

600 — USEFUL ARTS

- 610.4 Williams, Dr. Leonard.** *Minor medical mysteries.* Cassell. 5. 0

There is nothing mysterious about these sane discussions of some of the minor problems of health and hygiene. Dr. Williams with his light touch and humorous detachment does much to dispel the morbidity that usually surrounds such subjects.

- 629.1309 Lindbergh, Anne Morrow.** *North to the Orient.* Chatto. 10. 6

The wife of the most famous of modern aviators accompanies him on his flight to the Orient in the summer of 1931 by the Great Circle Route. A fascinating narrative that cannot fail to interest anyone avid for the thrills of aviation and adventure.

SELECT LIST OF NEW BOOKS

119

700 — FINE ARTS

- 741 Low, D.** Ye madde designer. The Studio. 6. 0
David Low of *The Evening Standard* has become as much a public favourite as Phil May was in the 'Nineties. This book contains about 90 of his drawings and caricatures and a text that reveals the humour of his calling and the nature of his art. Not to be missed.
- 759.4 Cézanne, Paul.** Paul Cézanne by Gerstle Mack. Cape. 25. 0

800 — LITERATURE

- 821.08 Williams, Charles, ed.** The new book of English verse. Gollancz. 7. 6
In association with T. S. Eliot, Ernest de Sélincourt, E.M. Tillyard and Lord David Cecil, Mr. Williams has compiled a new anthology that claims to provide a necessary companion to the *Oxford Book of English Verse* and Palgrave's *Golden Treasury*. The principle of selection is (i) that every inclusion should be poetically important and (ii) that no inclusion should have appeared either in Palgrave or Quiller-Couch. An interesting experiment and certainly not another addition to the ranks of superfluous anthologies.
- 822.08 Famous Plays, 1935.** Gollancz. 7. 6
Gollancz continues in this half-yearly volume, the useful work of collecting in convenient form the theatrical successes of the season.
- 824.91 Macaulay, Rose.** Personal pleasures. Gollancz. 7.6
Recently Miss Macaulay edited an anthology of other people's personal pleasures, now she gives us her own. A delightful book with the inimitable touch of the true essayist.
- 824.91 Russell, Bertrand.** In Praise of idleness. Allen & Unwin. 7. 6
Stimulating 'Tracts for the times' in which the author allows all the bees in his bonnet full liberty to buzz and sting.
- 824.91 Sitwell, Osbert.** Penny foolish: A book of tirades and panegyrics. Macmillan. 5. 0
Witty and personal papers on a wide variety of subjects in Mr. Sitwell's well-known satirical style.
- 883.1 Homer.** The Odyssey of Homer: transl. by T. E. Lawrence. Oxford. 10. 6
Although some Greek scholars have been perhaps pedantically severe both on the spirit and the letter of Colonel Lawrence's new prose translation of the *Odyssey*, the general opinion seems to be that this will prove "the only readable version for the common man for many years to come."

900 — HISTORY, BIOGRAPHY & TRAVEL

- 910.4 Bourne, Pamela.** Out of the World. Bles. 10. 6
A South African girl's adventures on sailing ships in the South Seas and round the Horn.

- 914.1 Muir, Edwin.** Scottish journey. Heinemann & Gollancz. 7. 6
 A companion volume to Philip Gibbs's *European Journey* and J.B. Priestley's *English Journey*. This book is not of the "bonnie purple heather" type, but a serious sociological study of life and work of Scotland as it is — without the glamour.
- 914.6 Lewis, Norman.** Spanish adventure. Gollancz. 10.6
 An unusual and brilliant book full of unexpected observation and frank comment of the insanitary and beggar infested streets of Spanish mediaeval cities.
- 914.6 Pearsall, R. and P.** Castilian Ochre. Murray. 10. 6
 Another amusing and brightly written narrative of Spanish life, with clever illustrations by the authors.
- 915.42 Bechtold, Fritz.** Nanga Parbat adventure : a Himalayan Expedition, 1934. Murray. Illus. 10. 6
 This is the finest story of Himalayan adventure since *Everest, 1934*, but unlike that story of gallant failure, this German expedition, when within a few hours of the summit, was overtaken by a blizzard, resulting in the death of the leader of the expedition, one other European and six porters. It is an epic of almost superhuman courage ending in tragedy. The illustrations are superb.
- 915.93 Campbell, Reginald.** Teak Wallah. Hodder & Stoughton. 15. 0
 A lively and amusing account of the adventures of a teak officer in the forests of Siam. Insects, elephants and flooded rivers are the main hazards.
- 916.1 Campbell, Dugald.** Camels through Libya : A desert adventure from the fringes of the Sahara to the Oases of Upper Egypt. Seeley. 18. 0
 A hazardous journey by a small exploring party in a little known region of Africa.
- 916.3 Farago, Ladislav.** Abyssinia on the eve. Putnam. 10. 6
 One of the most readable and up-to-date of the numerous books now being published on Abyssinia.
- 916.3 Rey, Colonel C. F.** The Real Abyssinia. Seeley. 10. 0
 Another of the season's crop of books on Abyssinia containing valuable first-hand knowledge.
- 916.891 Robertson, Wilfred.** Rhodesian rancher: life and sport in the wilds. Blackie. 5. 0
 An excellent account of ranching in Rhodesia, just south of the Zambezi. The trials of the farmer are humorously but faithfully described and the joys of the hunter.
- 919.5 Hides, J. G.** Through wildest Papua. Blackie. 8. 6
 A stirring narrative of the difficult and responsible work of a police officer among the untamed tribes of an almost unexplored country that fully deserves the epithet 'wild'.

- 919.8 Chelyuskin, ship.** The voyage of the "Chelyuskin," by members of the expedition; transl. by Alec. Brown. Chatto. 18. 0
- An account, by the members of the Russian expedition of explorers and scientists, of the final attempt to navigate the North-East Passage. When success seemed in sight the "Chelyuskin" was wrecked in a typhoon, after drifting with the ice for three months. The eventual rescue of the party by aeroplane, under appallingly difficult conditions, is a story of heroism and endurance that has won the admiration of the world.

920 — BIOGRAPHY

Note: Owing to the enormous number of biographies published during the Autumn Season, we content ourselves with giving a list, without comment, of the more important, listing merely the authors, publishers and prices.

- 920 Chamberlain, Rt. Hon. Sir Austen.** Down the years. Cassel. 15. 0
- 920 Elizabeth; Queen of England.** The letters of Queen Elizabeth, ed. by Dr. G. B. Harrison. Cassell. 10. 6
- 920 Haig, Douglas Haig, 1st earl.** Haig, by Duff Cooper. Faber. Vol. 1. 25. 0
- 920 Hope, Anthony.** Anthony Hope and his Books, by Sir Charles Mallet. Hutchinson. 18. 0
- 920 Howard of Penrith, Esme William Howard, 1st baron.** The theatre of life: life seen from the pit by Lord Howard of Penrith. Hodder & Stoughton. Vol. I. 21. 0
- 920 Joan of Arc.** Joan of Arc, by Milton Waldman. Longmans. 12. 6
- 920 Lucas, E. V.** The old contemporaries. Methuen. 6. 0
- 920 Mary, Queen of Scots.** The Queen of Scots, by Stefan Zweig. Cassell. 12. 6
- 920 Metternich, Clemens Wenzel Lothar.** Metternich, by H. du Coudray. Cape. 15. 0
- 920 Molony, W. O'Sullivan.** New armour for old. Gollancz. 8. 6
- 920 Morrow, Dwight.** Dwight Morrow, by Harold Nicolson. Constable. 18. 0
- 920 Nevinson, Henry W.** Fire of life. Gollancz. 8. 6

- 920 **Pepys, Samuel.** Samuel Pepys : the years of peril, by Arthur Bryant. Cambridge. 12. 6
- 920 **Schwezzoff, Igor.** Borzoi : the autobiography of Igor Schwezzoff. Hodder & Stoughton. 9. 6
- 920 **Stresemann, Gustav.** Gustav Stresemann : his diaries, Letters and Papers ; edited and translated by Eric Sutton. Macmillan. Vol. I. 25. 0
- 920 **Togo, Admiral Heihachiro.** Admiral Togo, by R.V.C. Bodley. Jarrold. 18. 0
- 920 **Watkins, Gino.** Gino Watkins, by J. M. Scott. Hodder & Stoughton. 20. 0
- 920 **Willcocks, Sir William.** Sixty years in the East. Blackwood. 15. 0
- 940.311 **Wolff, Theodor.** The eve of 1914. Gollancz. 21. 0
 A detailed study of the origins of the war by one of the most influential of German journalists, the late editor of the *Berliner Tageblatt*, whom the Hitler regime has driven into exile. Though with characteristic German thoroughness and Jewish psychological subtlety, Herr Wolff has made his book too long, it is an important contribution to the subject.
- 947.07 **Macmunn, Lt.-Gen. Sir George.** The Crimea in perspective. Bell. 15. 0
 The author has carefully collected and sifted his material (mostly buried in forgotten books) and provided us with a fresh and readable history of this remarkable campaign, where armies of five nations were at each other's throats.
- 968.22 **Emden, Paul.** Randlords. Hodder & Stoughton. 15. 0

FICTION

GENERAL

BEAUCLERK, Helen
 BELL, Neil
 BERESFORD, J. D.
 BERTRAM, Anthony
 BLAKER, Richard
 BOWEN, Elizabeth
 BROMFIELD, Louis
 BROPHY, John
 BROWN, Alec
 CAVAN, Romilly
 COBB, Humphrey
 COLLINS, Norman
 COST, March
 GARNETT, David
 HANLEY, James
 HEYER, George

The Mountain and the Tree (Collins)
 The Days Dividing (Collins)
 On a Huge Hill (Heinemann)
 Men Adrift (Chapman & Hall)
 Here Lies a Most Beautiful Lady (Heinemann)
 The House in Paris (Gollancz)
 The Man Who Had Everything (Cassell)
 I Let Him Go (Cape)
 Daughters of Albion (Boriswood)
 To-Morrow is Also a Day (Dent)
 Paths of Glory (Heinemann)
 The Three Friends (Gollancz)
 The Dark Glass (Collins)
 Beany-Eye (Chatto & Windus)
 Stoker Bush (Chatto & Windus)
 Regency Buck (Heinemann)

JACOBS, Naomi
 JONES, Gwyn
 LANE, Margaret
 LAWFORD, Stephen
 LEWIS, Sinclair
 MASEFIELD, John
 MINNEY, R. J.
 OLIVER, Jane
 OLIVER, Laurence
 RANKIN, Ian
 ROBERTS, Cecil
 SANTAYANA, George
 SEYMOUR, Beatrice Kean
 SHARP, Margery
 SPRING, Howard
 STAPLEDON, Olaf
 THOMPSON, Edward
 THOMPSON, Sylvia
 TOWNEND, W.
 VARE, Daniele
 WALPOLE, Hugh
 WODEHOUSE, P. G.
 WOLFE, Thomas

The Founder of the House (Hutchinson)
 Richard Savage (Gollancz)
 Faith Hope and No Charity (Heinemann)
 Youth Uncharted (Ivor Nicholson & Watson)
 It Can't Happen Here (Cape)
 Victorious Troy (Heinemann)
 Governor-General (Chapman & Hall)
 Barrel Organ Tune (Collins)
 Jamie Simpson (Nicholson & Watson)
 Good Morning, Good Morning (Macmillan)
 Volcano (Hodder & Stoughton)
 The Last Puritan (Constable)
 Frost at Morning (Heinemann)
 Four Gardens (Barker)
 Rachel Rosing (Collins)
 Odd John (Methuen)
 Introducing the Arnisons (Macmillan)
 A Silver Rattle (Heinemann)
 Voyage without End (Chapman & Hall)
 The Maker of Heavenly Trousers (Methuen)
 The Inquisitor (Macmillan)
 The Luck of the Bodkins (Jenkins)
 Of time and the River (Heinemann)

SHORT STORIES

BATES, H. E.
 IRWIN, Margaret
 MANHOOD, H. A.
 MANNIN, Ethel
 ONIONS, Oliver

Cut and Come Again (Cape)
 Madame Fears the Dark (Chatto & Windus)
 Fierce and Gentle (Cape)
 The Falconer's Voice (Jarrolds)
 Collected Ghost Stories (Ivor Nicholson & Watson)
 The Jewish Caravan (Barker)

SCHWARTZ, Leo W., *ed.*

FOREIGN FICTION (In translation)

BRUN, Vincenz
 DUHAMEL, Georges
 FALLADA, Hans
 FALLAS, Carl
 MALRAUX, André
 PROKOSCH, Frederick
 SHOLOKOV, Mikhail
 TOLSTOI, Alexei
 UNDSET, Sigrid

Alcibiades (Putnam)
 In Sign of the Promised Land (Dent)
 Once We Had a Child (Putnam)
 The Wooden Pillow (Heinemann)
 The Royal Way (Methuen)
 The Asiatics (Chatto & Windus)
 Virgin Soil Upturned (Putnam)
 Darkness and Dawn (Gollancz)
 The Longest Years (Cassell)

DETECTIVE STORIES & THRILLERS

BAILEY, H. C.
 BRANDON, J. G.
 CONNINGTON, J. J.
 EBERHART, M. G.
 FROME, David
 GREGG, Cecil Freeman
 KING, C. Daly
 MASTERMAN, Walter S.
 OPPENHEIM, E. Phillips

The Sullen Sky Mystery (Gollancz)
 The Riverside Mystery (Methuen)
 In Whose Dim Shadow (Hodder & Stoughton)
 The House on the Roof (Collins)
 The Body in Bedford Square (Longmans)
 Danger at Cliff House (Methuen)
 The Curious Mr. Tarrant (Collins)
 Death Turns Traitor (Methuen)
 The Battle of Basinghall Street (Hodder & Stoughton)
 Mystery at Olympia (Collins)
 Homicide Haven (Collins)
 The First Time He Died (Collins)
 The Clue of the Rising Moon (Hodder & Stoughton)
 Spanish Maine (Murray)

RHODE, John
 TURNER, J. V.
 WHITE, Ethel Lina
 WILLIAMS, Valentine

WREN, P. C.

KEURLYS VAN NUWE AFRIKAANSE BOEKE

1934—1935

saamgestel deur

ELIZABETH HARTMANN

- 220.536 Nienaber, P. J.** Die geskiedenis van die Afrikaanse Bybelvertaling. Nasionale pers, 1934. 9. 0
- 276.8 Gerdener, G. B. A.** Geskiedenis van die Nederlandse Gereformeerde Kerke in Natal, Vrystaat en Transvaal. Kaapstad : S.-A. Bybelvereniging, 1934. 5. 0
- 610.3 Van der Merwe, F. en J. D. Louw.** Mediese woordeboek. Nasionale pers, 1935. 12. 6
- 709.68 Bouman, A. C.** Kuns in Suid-Afrika. De Bussy, 1935. 12. 6
Populêre inleiding oor kunswaardering. Kort besprekings van 'n twintigtal beeldhouers en skilders (Afrikaanse en Engelse) met omtrent 100 afbeeldings. Behoort in elke biblioteek geplaas te word.
- 720.9 Moerdyk, Gerard.** Die geskiedenis van boukuns. Van Schaik, 1935. (Kuns deur die eeue). 4. 6(?)
- 780.9 Gerke, W.** Toonkuns. Van Schaik, 1935. (Kuns deur die eeue). 4. 6

800 — LETTERKUNDE

- 839.36 Conradie, E.** Hollandse skrywers uit Suid-Afrika. De Bussy, 1934. Deel I : 1652-1875. 10. 0
Akademiese proefskrif, Amsterdam.
- 839.36 Dekker, G.** Afrikaanse literatuurgeskiedenis. Nasionale pers, 1935. 8. 6
Die eerste volledige oorsig van die hele Afrikaanse letterkunde. Sal as naslaanwerk in elke biblioteek onmisbaar wees.
- 839.36 Langenhoven, C. J.** Versamelde werke ; 2. druk. Nasionale pers, 1935. 12 dele. £5 5. 0

839.361 *Gedigte*

Du Plessis, I. D. Stryd. Nasionale pers, 1935. 3. 0

Saam met N. P. Van Wyk Louw, W. E. G. Louw en Uys Krige bring Du Plessis 'n welkome vernuwing in the Afrikaanse poësie. Hulle gedigte het 'n dieper lewensinsig, en meer poëtiese verbeelding en tegniese krag as die meeste digters van die laaste jare.

Du Toit, J. D. *skuilnaam*: Totius. Passieblomme. Nasionale pers, 1934. 3. 0

Het saam met *Skoonheidstroos* van Leipoldt, en *Die ryke dwaas* van W. E. G. Louw die Herzogprys vir 1934 verwerf. Grotendeels geïnspireer deur die dood van twee van sy kinders. Bevat van sy beste gedigte.

Krige, Uys. Kentering. Van Schaik, 1935. 4. 0

Ingelei deur 'n waardering deur Professor Haarhoff. Krige is verwant aan A. G. Visser wat betref sonnige lewensliefde, sagte humor en 'n fyn sin vir bekoorlike klanke. Vgl. aantekening by I. D. Du Plessis.

Leipoldt, C. L. Skoonheidstroos. Nasionale pers, 1932. 5. 3

Herzogprys, 1934. 'n Bundel verhalende gedigte, sonnette, liedere en "slampamperliedjies", waarin die troos wat skoonheid teen die leed van die wêreld gee die deurlopende gedagte is.

Louw, N. P. Van Wyk. Alleenspraak. Nasionale pers, 1935. 6. 0

Vgl. aantekening by I. D. Du Plessis. Dwaarsdeur is 'n drang om in te dring in die innerlike betekenis van die lewe, met erns en innigheid gedig.

Louw, W. E. G. Die ryke dwaas. Nasionale pers, 1934. 5. 0

Herzogprys, 1934. Bespieëlings van 'n jong man "vol jonskrag en vol moed".

839.362 *Toneel*

Erlank, W. Du P., *skuilnaam*: Eitemal. "... en hadde de liefde niet." Nasionale pers, 1935. 2. 0

"Dit is die tragedie van liefdeloosheid, of liever sielloosheid, by alles-vergetende ambisie om rykdom, invloed, mag... Vorm met... *Die ouderling* van Fagan, en *Hantie kom huis toe* van Schumann die drie beste werke onder die dramatiese opbrengs van die afgelope drie jaar." (*Ons eie boek* 3: 74-75).

Fagan, H. A. Die ouderling en ander toneelstukke. Nasionale pers, 1934. 4.10

Vgl. aantekening onder Erlank.

Malherbe, D. F. Amrach die tollenaar. Nasionale pers, 1935. 2. 3

'n Bybelse drama, wat nieteenstaande tegniese swakhede treffende karaktertekening bevat.

Van Bruggen, J. R. L., *skuilnaam* : Kleinjan. Gebroke drade. Potchefstroom Herald, 1935. 3. 6

Drama van die botsing tussen die tradisionele begrippe van die voorgeslag en die moderne jeug.

Van Bruggen, Jochem. In die maalstroom : drama in ses bedrywe uit *Die burgemeester van Slaplaagte*. Nasionale pers, 1934. 2. 9

Van Melle, J. Die huwelik van Pop le Roux. Van Schaik, 1935. 2. 9

839.363 *Prosa*

Brand, Hendrik. Die bedrieër : 'n speurverhaal vir seuns. Nasionale pers, 1935. 5. 6

Chadwick, W. S. Terrie op die wildspoor. Van Schaik, 1934. 4. 9
Die jongste werk van die bekende skrywer van jagverhale.

Du Plessis, I. D. Uit die ander wêreld. Nasionale pers, 1935. 4. 0
Verhale oor spoke, goëlery en duister magte.

Grosskopf, E. B. Henri, die skildknaap e. a. verhale. Van Schaik, 1935.

Hobson, G. C. en S. B. Buks. Van Schaik, 1934. 5. 6
'n Nuwe dierverhaal van hierdie populêre skrywers, hierdie keer oor 'n ratel.

Jonker, A. Die trekboer. Nasionale pers, 1934. 7. 6
Vervolg op *Die plaasverdeling*.

Leipoldt, C. L. Die verbrande lyk. Nasionale pers, 1934. 5. 6
Goeie ontspanningslektuur, met veel algemene kennis oor mediese reg ingelas.

Linde, Marie. Kaparrings e.a. verhale. Nasionale pers, 1935. 5. 6

Marais, E. N. Die leeus van Magoeba e.a. verhale. Van Schaik, 1934. 6. 0
Boeiende verhale in goeie styl.

Mikro. Tooïings. Van Schaik, 1934. 5. 0

— Rou rieme. *Ibid.*, 1935. 5. 0

Mikro is 'n uitmuntende humoristiese uitbeelder van die kleurlinglewe.

KEURLYS VAN NUWE AFRIKAANSE BOEKE 127

Mostert, Dirk. Petaljes van Oom Bart. Nasionale pers, 1934. 5. 6

'n Belangrike toevoeging tot die geestige lektuur in Afrikaans.

Pienaar, P. de V. Ruth: sketse en verhale. Nasionale pers, 1934. 6. 6

Pienaar is een van die beste Afrikaanse prosa-stiliste.

Roux, Sophie. Wrede grense. Nasionale pers, 1935. 6. 0
Deur kritici verwelkom as een van die meesbelowende onder die jonger Afrikaanse romans.

Theron, Miemie-Louw. 'n Wiel binne-in 'n wiel. Nasionale pers, 1935. 6. 0
Historiese roman uit die tyd van die Tweede Vryheidsoorlog.

Van Bruggen, Jochem. Haar beproewing. Nasionale pers, 1934. 4. 9
Minder bevredigend as Van Bruggen se vroeër werk.

Van den Heever, C. M. Somer. Van Schaik, 1935. 5. 6
Dr. Schoonees skryf oor hierdie "verhaallose verhaal" dat dit "die skoonste uitbeelding van die boerelewe is wat die Afrikaanse letterkunde nog opgelewer het." (*Die Huisgenoot*, 8 Nov., 1935 : 39).

— **Vuurvlieg en sterre.** Nasionale pers, 1934. 5. 6
Behoort tot die beste in die Afrikaanse letterkunde. Dwarsdeur is 'n innige meegevoel vir die tragiek van die lewe, opgebeur deur 'n fyn humor. Die verhale bevat 'n verskeidenheid van interessante motiewe, met dramatiese spanning en in ryk, suiwer taal vertel.

933 Du Plessis, J. Land en volk van die Bybel: Land van Israel en die geskiedenis van Israel. Van Schaik, 1935. (Die opvoedkundige boekery). 5. 0

968 Slegtkamp, Henri. Slegtkamp van Spioenkop: oorlogsherinneringe van Kaptein Slegtkamp, saamgestel deur Dirk Mostert. Nasionale pers, 1935. 6. 0

FREE FOR COST OF POSTAGE. The Librarian, University of the Witwatersrand, P. O. Box 1176, Johannesburg, has several copies of the under-mentioned works by the late Dr. William Macdonald. Copies may be had, as long as the supply lasts, on sending stamps to cover postage.

The titles available are : *Agricultural education in America*, 1909 (postage 3d.); *The conquest of the desert*, 1913 (postage 7d); *The immortal struggle*, 1918 (postage 3d.); and *Makers of modern agriculture*, 1913 (postage 2d.).

THE LATE DR. GUBBINS

AN APPRECIATION BY PROFESSOR J. P. R. WALLIS

University of Pretoria

The name of John Gaspard Gubbins had become familiar in many lands beyond that to which, in sober literalness, he has given his life. But only those who had the privilege of knowing him intimately can feel what his death means for the country of his adoption. In the midst of clamour and strife about and within the vexed question of "Union," "Fusion" and the rest, he followed the light of his own flaming spirit along paths that swept above the murk of parties and bigotry. He looked upward to a shining goal, to a South Africa one and indivisible, not through stifling and repressing, but through a fine enthusiasm that made frank and full knowledge and recognition of the past, the steps that led upward to a common pride in a common heritage, and a joyful co-operation in its life.

It was a quickening experience to hear him talk in his vivid, glowing way of how all sections, white, brown and black, European and Asiatic and African, Portuguese, Dutch, English, German, Malay and Kafir, had played their parts in the building up of the country, and how there might arise out of this strange turmoil a great nation made one in open and unshadowed comradeship.

He was himself without taint of guile or selfishness, of a rare catholicity and a fine patience, even towards the blindness and bickering that sat like malignant genii obstructing the birth of the good he laboured to bring into the light. There was in him nothing of the self-righteousness that talks of "forgetting and forgiving." His vigorous optimism had faith in human sanity to the extent of believing it capable of facing the past, not blurring or stifling it but accepting it, mistakes and all, in a supreme charity that took away its bitterness and made it a stimulus to high endeavour.

He has left worthy monuments, the Gubbins Library in Milner Park, the African Museum in the city library. To these he was adding a bureau of illustration far wider than these in range—it was to carry into every corner of the Union the spirit he sought to liberate from history and make effective in all. There is none left with his width and depth of knowledge, with his potent personal quality to engage attention and enlist support: none with his wonderful faculty for tracing and securing records and memorials unknown and unvalued till he proclaimed them. Yet it remains for those who reverence the man and appreciate the lofty purpose that inspired him, to see to it that what he began so splendidly shall not fail through indifference, nor be perverted through betrayal of the idealism that begot them.

For them he had, with cheerful self-devotion, given without stinting his time, his money, his health, and now in the end life itself.

No fitter tribute can be paid to his memory, none that would have delighted him more, than that these for whom he laboured should see to it that his work should be carried through to full fruition, according to his own design, and that the noble liberality and magnanimity that shaped it should not be falsified or betrayed.

(Reprinted, by kind permission, from The Star, 13. November, 1935).

The Council of the S. A. L. A. has passed a resolution "that the South African Library Association places on record its sense of the great loss South African Literature and Bibliography have sustained in the death of Dr. John G. Gubbins."

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